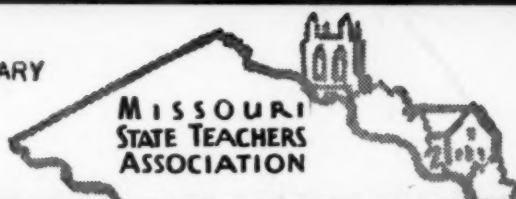


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SCHOOL *And Community*



—Harold M. Lambert

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May, 1941
Volume XXVII Number 5

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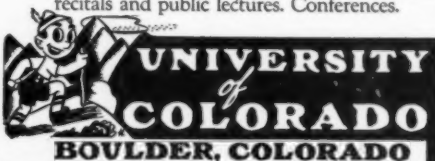
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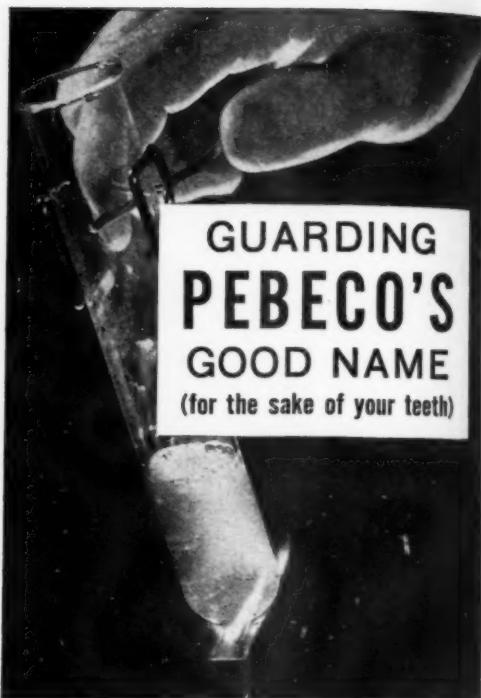
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SCHOOL AND COMMUNITY

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MAY, 1941

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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER
Editor and Manager

INKS FRANKLIN
Associate Editor

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1941

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EDITORIALS



A MORE PERFECT UNION

TO FORM A MORE PERFECT UNION" is the first purpose of our Federal Constitution as announced by the founding fathers. Union was, has been, and is a goal toward which every group, large or small, must strive if that group is to attain worthwhile ends. Today it is the pressing problem. With it victories will come; without it defeat, disaster and death will stalk our movements and balk our progress. Recent examples of the consequences of its lack are numerous and glaring. A dozen European countries furnish grim evidence of what a disunited people must suffer.

But union is a result as well as a cause. It is fruit as well as seed. It grows from the cell of common aims and concordant attitudes. Confusion is its arch enemy.

"A more perfect union" results from a more perfect conception of right and wrong. In the minds of those who wrote our Constitution, union was coupled with justice, domestic tranquillity, common defense, the general welfare and liberty for ourselves and our posterity. Without common purposes union is as impossible as sunlight without a sun. And a fundamental characteristic of purposes leading to union is broad unselfishness in human relationships. Justice, tranquillity, common defense, and liberty all take in the other fellow. Labor must be conscientiously aware of the Capitalist, a race must know more than the ambitions of that race. Cities must recognize the rights of the ruralist, and all should seek the clarifying influence of principles of right and wrong. We believe that Democracy is based upon a moral concept of human relations. If we have a narrower view than this there can be no union. When one clique, be it large or small, believes that its might justifies the high handed taking of all it can get regardless of the rights of others, that clique has no right to quarrel with Hitler. It is at one with him.

When we seek to form a union around any nucleus other than right, we build for ultimate disunion. We put discord above harmony, darkness is made equal to light, a lie which seems to serve our purpose is better than truth which does not, and the devil becomes our god.

Those who wish a more perfect union must build it around the nucleus of righteousness. Men, even modern men, even modern school teachers, should not expect to gather grapes of thorns or figs of thistles.

Poetry Page

MAY WILL COME

MAY WILL COME as other years,
Warmly welcoming the spring,
Graduating young pioneers,
Strengthening the fledging's wing.

Buttercups or poppies,—seeds
Will bloom; and by the sea
May winds croon her golden deeds,
Bathers her tranquillity.

We may know, with grief and shame,
Man-created wars and fears;
God and seasons are the same—
May will come as other years.

BEULAH M. HUEY
Chillicothe, Mo.

THE TEACHER'S HARP

AS THE HARPIST strums on her harp's
strings,
So we strum on emotions of youth.
Our touch should be that of the master
Our melody—understanding and truth.

But—what if the hand is no master's?
Will the harp re-echo again
With music that thrills all its listeners,
Or will it be silent and grim?

When music changes to discord,
When melody grows harsh and sharp,
It *can't* be the hand of a master—
For—it's still the same wonderful harp!

FLOSSIE SMITH
Overland, Mo.

THE LAST DAY

OUR BOOKS are tumbled on their shelves,
A stack of papers fly
Before a Maytime wind that romps
Ecstatically by.
Upon our schoolroom border swim
White swans and paper ducks,
While on the poster by the door
A paper biddy clucks.

We have no further use for these—
The room is gay with hum
Of happy voices, thrilled because
The school's last day has come.
The children, happy that they "passed,"
Wear stars within their eyes,
And I have caught the joyous throb
Of their own glad surprise.

I hope when on that greatest day,
Life's school is out at last,
The Master smiles and says to me,
"Be glad, for you have passed."

—MAE TRALLER
Everton, Mo.

MY TASK

THERE WAS NEVER a road too steep, my
dears,
And never a trail too rough.
To cause my Master to turn aside;
Change His course because of rebuff.

So let me follow that upper road;
Give me strength for the long, hard climb,
That youth may follow my teachings
And find faith because of mine.

Once on this mighty earth of ours
The Great Teacher gave this command:
"Go work in my many vineyards,
Shirk not Love's mighty demands."

I'm glad that I am a teacher!
What a task, what a trust is mine!
Shield me not from one single task, O God!
Give me strength to give ALL to Thine!

—PEARL SAMPSON
Springfield, Mo.

N. E. A. Convention to Historic Boston

APPROPRIATELY ENOUGH, when freedom's light has faded from half the globe, the National Education Association calls together its 79th annual convention in the cradle of American liberties. From June 29 to July 3, ten thousand or more educators will rededicate themselves to the maintenance of those liberties, among the shrines that memorialize their birth. In Boston's Faneuil Hall, "Old North Church," and King's Chapel, whose walls once echoed the voices of the Hancocks and the Adamsses and the Oliver Wiswells in the travail of New World freedom, the teachers will inaugurate their convention program in vespers conducted by representatives of three great religious faiths—Catholic, Protestant, Jew—that have found the right of worship here.

On Sunday night, June 29, the life members of the National Education Association will hold their annual reunion, which they will call a "friendship" dinner because each member may invite his friends. Past President of the Association, Joseph Rosier will preside. The speaker invited is internationally known.

The convention will be welcomed to New England by Governor Leverett Saltonstall, Mayor Maurice Tobin, Commissioner Walter F. Downey and Superintendent Arthur L. Gould. Mrs. Mary D. Barnes, president of the Department of Classroom Teachers of the National Education Association will respond to their welcome, and the keynote address of the meeting will be delivered by Donald DuShane, Superintendent of Schools, Columbus, Indiana, and President of the NEA.

The feature of national seminars, inaugurated at the Milwaukee convention and highly approved because of the opportunity offered for sustained attention of especially qualified delegates to serious educational problems, will be repeated at Boston. Three seminars will be held, each of which will meet on three successive days to consider the following: (1) practicing democracy in our schools; (2) education for a strong America; (3) a unified public relations program.

In a convention program devoted to the

world situation, outstanding speakers will discuss the significance of present wars for the United States, and the creation of closer cultural and economic relationships in the Western Hemisphere. A general session on the national situation will present a picture of the most important problems facing the United States and what schools can do to help in the solution of these problems.

The Representative Assembly will meet on Tuesday, Wednesday, and Thursday mornings, paralleled by general convention assemblies devoted to the following subjects: (1) how can secondary schools meet the problems of youth? (2) how important is education to total defense? (3) better relationships with Latin-American countries; (4) what are the essentials in elementary education? (5) the relation of the federal government to education; (6) better teachers for a better world.

A special feature of the Representative Assembly will consist of a roll call of states in which a representative designated by each state secretary and state delegation will describe the principal problems faced by the profession in his own state.

On Wednesday morning six concurrent discussion groups will be devoted to the following topics: (1) federal aid; (2) education for free men; (3) a fair start for the country child; (4) health and defense; (5) family life and education; (6) social security for teachers.

Exhibits of the convention will be on display in the space immediately adjoining the Grand Hall of the Mechanics Building.

Friday, July 4, will be an occasion for special celebration on the part of conventioners. Sightseeing tours to historic and literary shrines, as well as an extensive program of recreation, are being arranged under the auspices of the local convention committee.

Accommodations for living quarters during the meeting may be obtained through Mr. Harry S. Baldwin, Chairman, Room 1314, N.E.A. Housing Committee, 80 Federal Street, Boston, Massachusetts.

Elementary Principals Hold Third Annual Conference

THE FULL and complete personality of the pupil will be trained in the good elementary school of the future," Dr. John McGaughy, Professor of Elementary Education, Teachers' College, Columbia University, New York, told approximately 200 Missouri elementary school principals at the afternoon session of their third annual conference in Columbia, Saturday, April 4, 1941.

"To the degree that we forget that pupils are personalities," Dr. McGaughy pointed out, "to that degree we are going to have a poor or bad school."

"Too many of our schools are subject mastery schools," asserted the speaker. "The old school was concerned with the mental side and the mastery of subject matter was made the thing of most importance to the child. In the school of the future, we must be concerned with the whole child—a person of many facets, each side of which must be fully developed. It would be a serious mistake to ignore subject matter. All the heritages and traditions of the past are wrapped up in it."

Dr. McGaughy concluded by making several rather definite statements about certain matters relating to the elementary school. It is his candid opinion that everything that is done in the school must be done for an honest-to-God person. Every activity must have a purposeful worthwhileness for the child. He said there will be no place in the future elementary schools for the private schools of whatever class. He prophesied instead a single great school system for all of the children of all the people.

McGaughy deplored the lack of adequately trained teachers. He stated that there should be provided at least four more years in addition to that now being given of a broad, cultural training where the teachers live with the children and learn to know them intimately. "Too many of our teachers training institutions are relics of the Dark Ages," he said.

The principals heard about democratic living in the elementary schools from Ros-

By CHARLES C. CROSSWHITE
Elementary Principal
Richmond Heights

coe V. Shores, Assistant Superintendent of Public Schools, Kansas City, Missouri. He told them that boys and girls should have a part in curriculum construction. "If you want the truth about a school program, call in the boys and girls. They will tell you."

"We need more democracy in the schools at the top," Shores said. "It doesn't do any good to tell boys and girls that they must be democratic and then go back and allow undemocratic practices in the schools. What we must do is to instill into them democratic habits and ways of thinking and actually do democratic things."

Mr. Shores provided an interesting feature on the program by calling on five Kansas City elementary school principals to give brief accounts of special activities in their respective schools.

In his message of greeting, Dr. Theo. W. H. Iron, Dean, School of Education, University of Missouri, put great emphasis on the fact that the outstanding problem confronting elementary principals today is to gain professional status. "It is of prime importance," he said, "for the principal to work for this recognition. The elementary principal should have adequate training and experience and should receive a salary commensurate with that training and experience."

Dr. John P. McKay, State Director of Student and Related Training under the Federal Government N.Y.A. Program, 412 East High Street, Jefferson City, and 1st vice-president of the organization, was elected president for the year 1941-1942. Miss Clara Falke, Principal, Faxon School, Kansas City, was chosen vice-president and James A. Sanders, Elementary School, Leadwood, was reelected secretary-treasurer.

Principles of Academic Freedom*

THIS STATEMENT OF THE PRINCIPLES of academic freedom is based on the belief that democracy furnishes the only final satisfying foundation for life and government; that a democratic education is necessary to an effective democracy; and that academic freedom is desirable because, properly managed, it promotes democratic education and therein promotes democracy itself.

The Basic Purpose of Academic Freedom

Academic freedom, like freedom of speech, exists to promote the rule of intelligence in our democratic affairs. It is thus intended primarily for the good of students and of the public rather than for the personal satisfaction of teachers.

How Academic Freedom Serves

Freedom of teaching exists to promote intelligent study and learning. Academic freedom is thus in essence the freedom to study and learn, and to share with others the results of study. In this sense academic freedom holds also for students as truly as for teachers.

This practice of intelligent study is necessary to proper working of democracy as of no other kind of society. Academic freedom is thus the freedom of the teacher to work without hindrance for the fair-minded study of all pertinent problems by the young citizens under his care.

The need for such intelligent study is peculiarly urgent in our changing world of today. With new situations frequently arising, our citizens must be continually discriminating between what still remains good and what is now outmoded, between what is accordingly to be retained and what is to be remade or discarded.

Academic freedom serves still further. At the very heart of the democratic process lies the factor of intellectual integrity. Without it, democratic discussion becomes a sham, and social cooperation a fraud. A

democratic education must then foster intellectual integrity as essential both to itself and to democracy. The teacher must accordingly embody and express this integrity, for only thus can its growth and acceptance be promoted in others. Any suspicion therefore that the teacher is externally controlled or otherwise unduly influenced in reaching his opinions or in expressing them honestly must call into question his intellectual integrity and so work against the desired integrity in all whom he influences.

Duties Imposed by Freedom

The justification of academic freedom lies, as is shown above, in its promotion of inclusive and unbiased study. This freedom entails then its correlative duties. If any teacher, by the way in which he teaches, either wilfully or carelessly permits some bias or prejudice of his own, or even the inappropriate expression of his reasoned convictions, persistently to mar the process of fair-minded study on the part of those studying under him, he is to that extent damaging these students and in that same degree is manifesting his unfitness to teach.

Also, since mutual tolerance is necessary to any adequately shared study, it becomes the further duty of the teacher to preserve academic freedom among his students, that they may enjoy freedom of discussion without the hindrance of unfair and prejudiced criticisms by their companions. Proper learning conditions are here also at stake.

Academic Freedom and Tenure

If teachers are to be free from improper outside pressures and so live above suspicion in the integrity of their teaching, they must feel secure of tenure so long as they maintain proper professional standards.

Academic Freedom and Community Opinion

In many communities there are parents and other citizens who for various reasons oppose the study of controversial topics.

*The above is a condensed statement of principles on academic freedom which have been prepared by the N.E.A. Committee on Academic Freedom. A full text of these principles will be presented to the N.E.A. Convention at Boston, June 29-July 3.

Situations of stress thus easily arise. A just consideration for the feelings of others, as well as a just prudence, may conflict with the teacher's positive duty to broaden the vision of the youth under his care. Also the teacher owes in this connection other duties both to students and to community: to the students, that he shall not create in them hurtful inner conflicts; to the community, that he strive not to anger and alienate, but rather to promote the general spirit of fair inquiry. When tension does threaten, intelligent tact will as a rule serve better than downright conflict. There do, however, come times when a resolute stand must be taken, even at the risk of personal sacrifice, to support the cause of open and honest study.

Lay Censorship of Teaching Materials

Adequate teaching, especially in the social areas, will involve the selection and use of suitable instructional materials. The proper choice of these is distinctly a professional task, and the guiding aim here, as with all teaching, must be to foster fair-minded study on the part of students. This does not mean that students are to study only those positions that are "sound" and "correct"—that would be both impossible and unwise. Instead, students must increasingly consider all sides and learn thereby, under wise and honest guidance, how to sift wheat from chaff, specifically how to detect and discount bias. Otherwise they will as citizens find themselves lost when they face the conflicting partisan claims of the actual world.

External restrictions placed upon the choice of suitable instructional materials clearly interfere with proper study and teaching. When therefore lay authorities, whether under the influence of pressure groups or because of some bias of their own, undertake to censor instructional materials and to prescribe what materials schools or teachers shall or shall not use with their classes, they violate the principles of academic freedom and interfere with the presumptively best preparation for democratic citizenship. Existing laws often grant to lay bodies the legal right thus to interfere. It is the moral and social propriety of exercising this legal privilege that is here called in question.

Teachers' Rights and Correlative Duties

Teachers are citizens and have the full legal rights of all citizens. This includes the right to freedom of speech and the right to live their own lives within the law as to them shall seem wise, along with the further rights of other citizens to express publicly any opinion they may hold, to ally themselves with organizations of their own choosing, and otherwise to take part in political campaigns and the like. But teachers have duties as well as rights. In fact, rights are never absolute, but are always to be exercised with due regard to all their consequences. In particular, the exercise of a teacher's rights as a citizen should not interfere with the proper discharge of his duties to his school. What constitutes interference will differ from community to community. No one rule can be laid down. The general test will be the actual educative effects, upon the pupils and others, that follow from the conduct of the teacher, whether inside or outside school hours. Teachers should be concerned that these effects be good, not bad.

Trials Involving Academic Freedom

The foregoing principles of academic freedom are not intended to afford protection against any legitimate charge of professional incompetency or of unprofessional conduct. The educational profession should be sensitive to the obligations herein imposed to help root out such incompetency or unprofessional conduct, including specifically any hurtful failure to grow professionally. However, so great are the dangers to academic freedom that may be concealed under charges of incompetency or unprofessional conduct, and so prone are many to discount the need for academic freedom, that all trials or hearings where academic freedom is a possible factor should, if the accused so wishes, be publicly conducted. Due notice should always be given, with charges precisely formulated. And legal provision should always be made for the professional peers of the accused to share in the actual decision.



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MAY, 1941

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Teaching the Scientific Method

AS A MATTER OF FACT the teaching of the scientific method is not and should not be confined to science classes. Nevertheless, most of the emphasis of the scientific method, as a way of thinking and solving problems, comes in the science classes, particularly in General Science.

In too many cases, however, it is presented as an abstract process, while it is of course of little value to the student unless he learns to apply it to *his* problems. That is to say, there is little value to the student in memorizing the various consecutive steps in the scientific method of thinking unless he can *transfer* that method of thinking to the solution of his own problems.

One can scarcely learn to swim by taking a correspondence or classroom course in the sport. Actual application of the methods are essential. The advantage of all laboratory work, of course, is that it makes an abstract problem a concrete problem; it makes a textbook problem a personal problem.

The student must be made to understand that the scientific method is not a set of formulae restricted for the use of laboratory researchers. The girl must be made to know the scientific method as a way of shopping selection; the boy must be made to appreciate the scientific method as a way of solving his problems outside the classroom. Both must learn the value of the scientific method as a technique of voting, in a democracy.

In short, I suggest that the scientific method is presented too much as a laboratory procedure and not enough as a *mind set* for life's problems.

But in achieving this end, there are certain transfers to be made. The approach to the scientific method is usually begun with a study of quackery and fraudulent buying, of superstitions and outmoded interpretations of scientifically explainable phenomena. The next step is usually to teach the actual steps in the scientific method—setting up the definite problem, isolating the irrelevant questions, setting up control experiments, reaching a con-

By PAUL McREYNOLDS
Science Teacher
Butler

clusion, checking the conclusion with similar experiments, etc.

Discussion of some examples in which scientists have applied these steps successfully, and possibly of some failures, with a discussion of the flaws responsible for failure, usually follows.

The first great transfer the student must make is to transfer this understanding of the scientific method to his own laboratory experiments. It is one thing for the students to understand how scientists apply the scientific method, and quite another for them to be able to apply these steps, themselves. The very fact that the problems of the scientists are usually at best quite remote from the lives of the students makes this transfer difficult. Too, this student application of scientific principles in their own experiments must be preceded by an elementary understanding of laboratory technique, if their experiments are to be any more than mechanical following of directions, with a stereotyped conclusion.

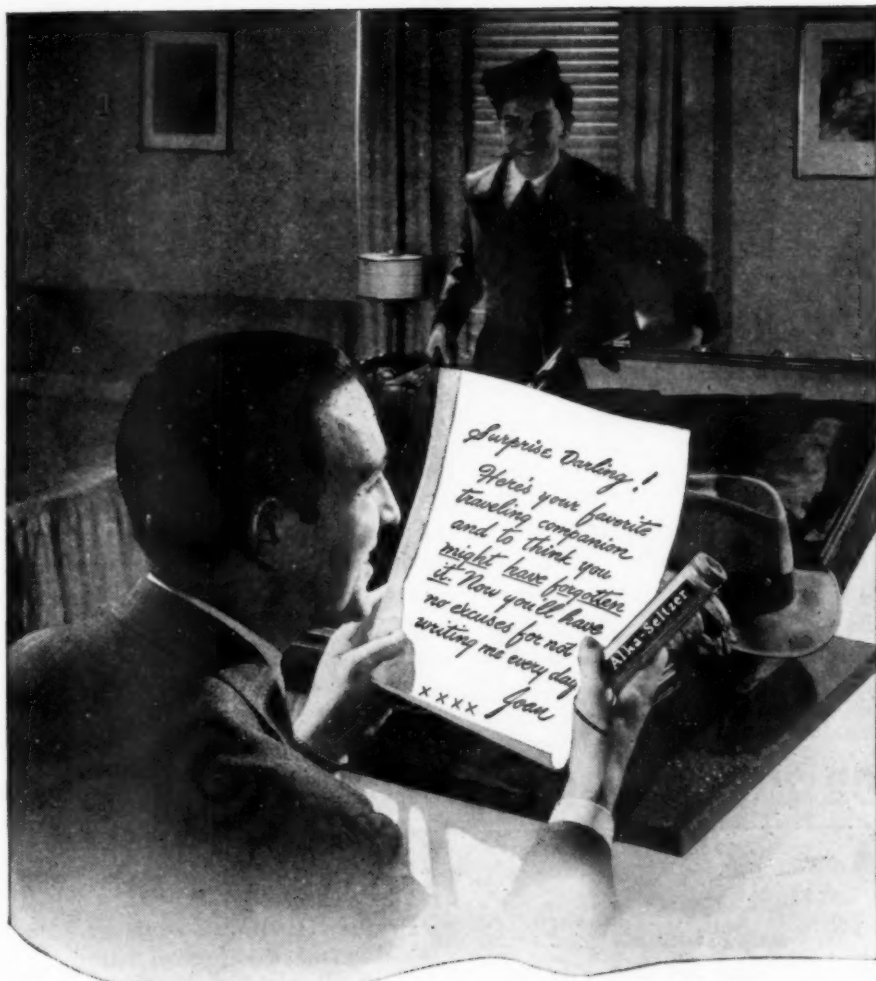
At the end of this article are listed some of the student projects that we have used in which the students are encouraged to apply their own interpretation of the scientific principles with supervision, of course.

The last transfer the student must make, if he is really to appreciate the value of the scientific method, is the transfer of the laboratory application of the method to everyday problems, where the world, so to speak, is the laboratory. Unless this last transfer is made, the teaching of the scientific method cannot be called successful.

More and more the trend of science teaching is stressing not facts, but the application of facts to a way of thinking—the scientific method.

It seems obvious that some sort of testing device, merely for measuring the applica-

(Continued on Page 208)



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Teaching The Scientific Method

(Continued from Page 206)

tion of the scientific method is in order both before and after the encouragement of using the scientific method in personal problems.

In accord with this philosophy, we have required each of our general science students to work out a quarterly laboratory project, using as much as possible his own initiative and planning. There are class discussions of project planning.

Some of the projects we have used are:

Making a battery (galvanic cell), constructing a telegraph, testing creek water, city water, and well water, testing cloths for durability, testing laundry soaps for their effects on cloth, testing face powders for pH value and grit content, testing milk for bacteria, electrolysis of water, elementary weather forecasting, stain removing,

making of a simple electric motor, developing and printing in simple photography, making soap, and study of the eclipses.

Many of these are, of course, too advanced for General Science students if they were to have to do all of them, but each student is assigned only one. The laboratory work supplements, but does not replace, the usual General Science experiments.

During each of the first two quarters the students wrote a report of a significant science work. The experiments listed above, as projects, were begun in the third quarter. As to the last transfer—the scientific method to everyday problems—the success of this can scarcely be told in the classroom. This seems to be one of those instances where grades could be better issued 'ten years after.'

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Kirksville, J. H. Neville
Novinger, J. W. Breidenstein

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Laddonia, Clyde Moore
Martinsburg, F. E. Meloy
Mexico, L. B. Hawthorne
Rush Hill, F. L. Marshall
Vandalia, A. M. Fourn

BOONE COUNTY

Ashland, L. L. McDannold
Centralia, Wallace Wilson
Columbia, L. E. Ziegler
Hallsville, Claude Smith
Harrisburg, Geo. W. Evans
Rocheport, H. H. Schaperkotter
Sturgeon, J. N. Hudson

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Fulton, W. Francis English
Mokane, A. E. Swearingen
New Bloomfield, Robert Bolen

CLARK COUNTY

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Raymond Fountain
Kahoka, Richard St. Clair
Luray, Birney Collins
Revere, W. P. Morse
Wayland, Ivan Davis
Wyaconda, H. E. Wood

KNOX COUNTY

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Edina, F. L. Green
Knox City, J. T. Oard
Novelty, Quincy Atha

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Durham, Russell Allen
Ewing, E. C. Hawkins
LaGrange, G. H. Jordan
Lewistown, Earl H. Smith
Monticello, Robb L. Shanks
Steffenville, Franklin Graham

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Silex, Geo. D. Heltzell
Troy, Maynard M. Pettigrew

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Laclede, Linn Terry
Linneus, L. W. Fristoe
Marcelline, W. S. Bennett
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Purdin, Calvin Deck
Shelby (P. O. Purdin), Noble M. Neal

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Palmyra, T. D. Adams
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Stoutsville, C. E. Pfeffer

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Wellsville, C. K. Winn

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Frankford, Otto H. Dahlem
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Paynesville, R. H. Long

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Perry, John D. Shelton
Rensselaire (P. O. Hannibal), W. A. Boettcher

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Clark, H. H. Yeater
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Huntsville, Ted McCarrei
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Thomas Hill (P. O. Clifton Hill), W. E. Malone

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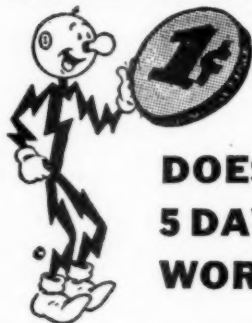
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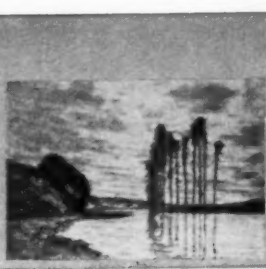
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Cabool, Frank Heagerty
Houston, John Halley
Licking, Joel Hatch
Plato, Benny Hensley
Raymondville, Leland Carl
Summersville, H. H. Baskette

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Bronaugh, Raymond Marsh
Metz, E. J. St. John
Milo, Glenn Broughton
Nevada, J. J. Vineyard
Schell City, W. L. Dundas
Stotesbury, Logan Wilson
Walker, J. C. Kennedy

Northwest Missouri Teachers Association District Maryville

BUCHANAN COUNTY

Agency, Francis Waller
DeKalb, W. K. Swisher
Easton, Joe Ferguson (R. 5, St. Joseph)
Faucett, O. L. Bliss
Pickett (P. O. St. Joseph), Edward Hiner
Rushville, E. B. Lott
St. Joseph, Tracy Dale

CALDWELL COUNTY

Breckenridge, Ernest Campbell
Cowgill, R. D. Bower
Hamilton, E. F. Allison
Kidder, Chas. Blodgett
Kingston, R. E. Neal
Mirable, Leo Barnes
N. Y. Twp. (P. O. Hamilton), R. S. Thurman
Nettleton, Everett Jones
Polo, B. W. Shepherd

CLAY COUNTY

Excelsior Springs, H. S. Thompson
Holt, Donald Cox
Kearney, Major Ragland
Missouri City, David Crowder
Liberty, R. R. Brock
North Kansas City, L. O. Little
Smithville, J. C. Edwards

DAVIESS COUNTY

Altamont, G. W. West
Carlow (P. O. Lock Springs), J. P. Morgan
Civil Bend (P. O. Patterson), J. R. Yancey
Coffey, Wayne Howard
Gallatin, Neal Vogelgesang
Jameson, J. Don Miller
Jamesport, Wilber Williams
Locksprings, W. K. James
Winston, D. C. Grove

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Maysville, Paul J. Keith
Stewartsville, Harold Van Horn
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Mound City, C. K. Thompson

MERCER COUNTY

Princeton, Chas. Shaffner
Ravanna, Edward Anderson

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Clearmont, Clyde Sawyers
Clyde, Father Andrew
Conception High School, Father Sisbert
Conception Junction, Reed Hartley

Elmo, W. F. Tompkins
Graham, J. W. Pierce
Gullford, Roy Wiley
Harmony (P. O. Ravenswood), C. A. Bristow
Hopkins, Chas. Wallace
Maryville, H. S. Thomas
Parnell, Harry Burr
Pickering, Roy Reith
Quitman, Harold Wiseman
Skidmore, Harry Haun

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Dearborn, J. M. Broadbent
Edgerton, Nelson Kerr
Farley, Ona Sloan
Parkville, G. C. Mann
Platte City, Paul D. Rogers
Weston, Amos J. Snider

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Central C. D. (P. O. Hardin), J. D. Van Pelt
Henrietta, D. M. Feagans
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Rayville, Chas. Miller
Richmond, Price L. Collier
Stet C. D. No. 1, B. M. Carpenter

South Central Missouri Teachers Association District Rolla

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Cherryville (P. O. Steelville), A. M. Naugle
Cuba, Sam Bayless
Dillard, Arthur Hendrix
Leasburg, W. C. Harris
Steelville, O. W. Brown

FRANKLIN COUNTY

Union, David P. Max

GASCONADE COUNTY

Bland, Oral Spurgeon
Owensville, C. E. Vaughan

MARIES COUNTY

Belle, L. F. Giboney
Vienna, J. D. Wilson

OSAGE COUNTY

Argyle, Minnie Meyer
Bonnots Mill, Sr. M. William
Chamois, E. E. Turner
Frankenstein (P. O. Bonnots Mill), Sr. M. Adelaide
Freeburg, Sr. M. Veronica
Linn, Buel Cramer
Loose Creek, Sr. M. Bartholomew
Meta, Ralph Johnson

Richfountain, Sr. M. Modesta
Westphalia, Sr. M. Petrine

PHELPS COUNTY

Newburg, Dewey C. Hickman
Rolla, B. P. Lewis
St. James, John F. Hodge

PULASKI COUNTY

Crocker, Dow E. Felty
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IN THE TODD SCHOOL of Marion County, a rural school four miles from Palmyra, Missouri, Mrs. Edith Boord Schuckembrock had, in the current year, an unusual professional experience.

She wanted her pupils to feel that the school was theirs, not hers; that it was their responsibility and that she was their friend and helper; not their boss or dictator.

To develop this idea Todd City was organized. The pupils nominated and elected city officials once a quarter and no officer could immediately succeed himself.

Every official of Todd City sensed his relationship to the group. The Mayor was general inspector. The Health Commissioner filled the water cooler. Assistant Health Commissioner poured water for hand washing at noon. Park Commissioner reported on the condition of playground equipment. Assistant Park Commissioner cared for the balls and bats, etc. Street Commissioner kept the play ground clean. First Assistant Street Commissioner passed the waste basket. Second Assistant Street Commissioner looked after the chalk and erasers. The Flag Custodian held the flag for the flag salute which was led by the Mayor.

The police force was purposely omitted in order to encourage individual, democratic action, guided by personal and civic pride and honor.

The children were often reminded that they were citizens of a city and were responsible for their own actions; citizens who did right because it was right. When their conduct was complimented by patrons the teacher always used this to bolster their pride.

The results were spectacular.

1—There were only two playground disputes and one other argument during the year.

2—Conduct in the classroom was above reproach.

3—When the teacher was called from the room the pupils took pride in proceeding as if she were there.

4—Their personal pride in scholastic achievement caused them, often, to ask the teacher to extend assignments beyond her first suggestion.

5—Comparison shows that they have covered more text material than ever before in their school life.

6—Frequent tests in objective subjects show that many finish in much less than the required time. They show a corresponding degree of accomplishment in less objective work.

7—They work because of an impelling interest and a sense of personal and group pride. If one member of a class falls short of their goal because of personal laxity or absence others ask to help him over the difficult place in order to maintain the group standard.

Further results were shown when, on the second morning after the enrollment of a new pupil the teacher was called from the room in the midst of a reading lesson. The class continued reading. When the teacher returned the new pupil had refused to read and told of the others reading as if they had made a breach of school etiquette. In an arithmetic class her classmates reported, with pride, that they had solved a number of problems in addition to the assignment. The new pupil remarked "Well, I get only what is assigned." But soon she caught the spirit of the group and also boasted of the additional work.

When public gatherings are held at the school each child feels that it is his or her responsibility to assist visiting children to live up to the Todd City standard of conduct. Patrons of the school have mentioned the marked change in their conduct on such occasions.

The experiment proves that we get what we expect when working with children. Expect much and they will accomplish much.

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MAY, 1941

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NEWS ITEMS

DEATHS

Carl R. Gross, vocational agriculture teacher of Cameron, died recently. Mr. Gross had worked in the Cameron schools for twenty-one years. He was chairman of the vocational agriculture department of the M. S. T. A.

M. Wray Witten, Versailles, died April 16. Mr. Witten was County Superintendent of the Morgan County schools from 1909 to 1939. Before beginning his work as county superintendent, he served as principal and superintendent of the Versailles high school.

Miss Elizabeth White, one of Missouri's well known educators died recently. In the past she had been active in M. S. T. A. work, having served on the Reading Circle Board for three years and then giving six years service as a member of the Executive Committee.

Previous to her work in the State Department of Education as rural school supervisor, she had been superintendent of the Vernon County schools.

MISSOURI STATE MODEL AIRPLANE CONTEST

The third Missouri State Model Airplane Contest will be held Sunday, June 15, 1941, at the Columbia Municipal Airport. This contest

is sponsored by the Missouri State Junior Chamber of Commerce, under the direction of the Columbia, Missouri, Junior Chamber of Commerce.

Competition will include Models of all types except Scale Models. N. A. A. Rules and Regulations will govern. The entry fee will be one dollar for each contestant. The payment of this fee will also entitle the contestant to attend the banquet following the meet.

There will be attractive prizes and trophies for contestants. Entry blanks should be secured immediately from the Columbia Junior Chamber of Commerce.

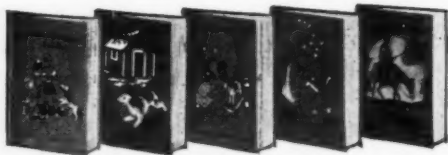
STATE ART TEACHERS HOLD SPRING CONFERENCE

Approximately one hundred persons from various parts of the State attended the second annual meeting of teachers of art, held at the University of Missouri, April 19, 1941. The meeting is a regular function of the Art Department of the M. S. T. A. and is under the direct guidance of the Mo. Art Council which includes the officers of the Department and five members representing the various districts of the State.

The program began with an exhibit in Lathrop Hall and Studio demonstrations as listed in the program. In a number of the demonstrations it was possible for the visitor to try out the processes shown and "catch on" sufficiently to feel able to go on alone. In others, such as weaving, requiring special

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MAY, 1941

equipment, the visitor watched and asked questions.

A luncheon gave opportunity for social intercourse. The meeting reconvened in the Auditorium of the Education Building for the afternoon session. At this time several speakers stressed the importance of active cooperation with local, state and national art organizations. R. M. Inbody, President of M. S. T. A., spoke on "Art in the National Defense Program."

MISSOURIAN CO-AUTHOR HIGH SCHOOL TEXTBOOK

Mr. Merle H. Shearer, teacher of geography in Westport Senior High School, Kansas City, Mo., is co-author of a new high school textbook just published by the McGraw-Hill Book Co., Inc., New York, N. Y. The title of the book is "The Earth and Its Resources." While the text is mainly a modern physical geography, the last five chapters on resources deal considerably with economic geography. The co-authors are Dr. V. C. Finch and Dr. Glenn Trewartha, both on the geography faculty of the University of Wisconsin.

Mr. Shearer, who received his B. S. degree from Missouri University and his M. S. from Wisconsin University, is sole author of the laboratory manual that accompanies the textbook. This manual contains some sixty laboratory exercises arranged to fit the various chapters in the text. The exercises make use of excellent maps, diagrams and graphs.

SCHOOL ADMINISTRATORS HONOR C. G. CONN

The Jackson County School Administrators held their last meeting of this school year, Monday night, April 21, at White's Cafe, Lone Jack, Missouri.

The following resolution was made: We want to recognize the long and faithful, and efficient service in the teaching profession of Mr. C. G. Conn and wife and extend our heartiest felicitations and esteem. We feel that the profession is losing one of its most capable administrators, one to whom we all looked for counsel and advice. The following communities have greatly appreciated his services, Archie, Raymore, Tipton, Drexel, and Grandview. He was not a candidate for reelection this spring at Grandview, the superintendency he has held for the past twenty years. We hope that the remaining years of his life may be most pleasant and happy and he is hereby made a life member of the Jackson County School Administrators Association.

New officers for the coming year who were elected are G. B. Hays, superintendent Grandview School, president; Lewis Moulton, superintendent, Oak Grove School, vice-president; and M. W. McKanna, superintendent, Ruhl-Hartman School, secretary-treasurer.

The retiring officers are Harold Brown, superintendent Lee's Summit Schools, president; Tom D. Korte, superintendent Rock Creek School, vice-president; Garland Scott, superintendent, Blue Springs, secretary-treasurer.

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IMPORTANT CONVENTIONS

MAY

- 3 Missouri Association of Teachers of English, Columbia, May 3, 1941.
- 9 Annual Spring Conference for Teachers of Industrial and Distributive Education, University of Missouri, Columbia, May 9, 1941.
- 20 County Superintendents Meeting, Jefferson City, May 20-21, 1941.

JUNE

- 24 Institute of Professional Relations, Warrensburg, June 24-25, 1941.
- 29 National Education Association Annual Convention, Boston, June 29-July 3, 1941.

JULY

- 8 The Association for Childhood Education, 48th Annual Study Conference, Oakland, California, July 8-12, 1941.

OCTOBER

- 9 Central Missouri District Teachers Association, Warrensburg, October 9-10, 1941.
- 9 Northeast Missouri District Teachers Association, Kirksville, October 9-10, 1941.

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- 9 Northwest Missouri District Teachers Association, Maryville, October 9-10, 1941.
- 16 South Central Missouri District Teachers Association, Rolla, October 16-17, 1941.
- 16 Southeast Missouri District Teachers Association, Cape Girardeau, October 16-17, 1941.
- 22 Southwest Missouri District Teachers Association, Joplin, October 22-24, 1941.

NOVEMBER

- 20 The National Council of Teachers of English Annual Convention, Biltmore Hotel, Atlanta, Georgia, November 20-22, 1941.
- 26 Missouri State Teachers Association Annual Convention, St. Louis, November 26-29, 1941.

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Book Reviews

STEPS TO GOOD ENGLISH, Book IV, by Marquis E. Shattuck and Thomas Cauley. Pages 184. Published by Iroquois Publishing Company.

This book is built on the plan of a combined textbook and workbook in English, including spelling.

SOLVING HANDWRITING NEEDS, by Frank N. Freeman. Pages 36. Published by the Zaner-Bloser Company. Price 10c postpaid.

A brochure that treats many phases of handwriting such as felt-handed writers, manuscript writing, skill, and practice periods.

TEACHER AND COMMUNITY, by Dorman G. Stout. Pages 236. Published by the World Book Company.

The purpose of this book is to set forth the proper relationships of the teacher, in his school work and as a citizen, to the community that he serves. Procedures are suggested for making these relationships effective.

THE RIGHT JOB FOR YOU AND HOW TO GET IT, by Esther Eberstadt Brooke. Pages 304. Published by Noble and Noble Publishers, Inc. Price \$1.90.

The author, drawing from experiences accumulated over a sixteen-year period as man-

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ager of an employment agency, tells in a simple and direct manner how to choose a job and then how to get on the payroll.

SCHOOL DAYS, by Elsie Little Bailey and Lou Belle Stevens. Pages 191. Published by Newson and Company.

A book of intermediate arithmetic problems which has a story sequence.

THE CONSTITUTION OF THE UNITED STATES, by Robert A. Maurer and George J. Jones. Pages 136 plus vi. Published by D. C. Heath and Company. Price \$0.90.

A background for the study of the Constitution is presented in this book. The book may be used in conjunction with the civics, American history, or government course; or as a basis for discussion in home room programs.

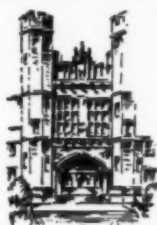
ONE-ACT PLAYS, by Marie Annette Webb. Pages 443 plus x. Published by The Macmillan Company.

The author has selected for this book sixteen one-act plays for the junior-senior high school level.

The book contains stage suggestions and information as to costuming, make-up, and lighting.

PROBLEMS OF AMERICAN DEMOCRACY, by Horace Kidger. Pages 546 plus x. Published by Ginn and Company. Price \$1.68.

Problems are presented in separate sections and each is discussed in terms of governmental, economic, and social aspects, as the subject permits.



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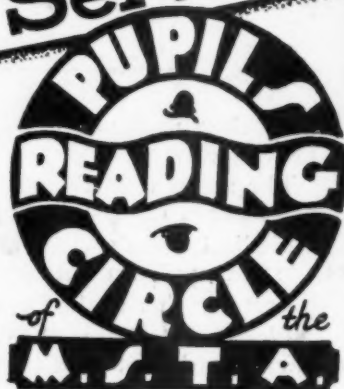
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